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ABSTRACT

Focusing on the interpersonal communication course offered at Golden West College in California, this paper describes the competency-based approach of the course, the involvement of peer tutor/evaluators, and the use of the speech laboratory, where students demonstrate six specific skill competencies an average of two times during the course. The major portion of the paper consists of two attachments. The first outlines the knowledge and skill objectives for the eight units in the course: the interpersonal context, initiating relationships, clarifying perceptions, expressing ideas verbally, nonverbal behavior and the expression of feelings, listening in the interpersonal context, disclosing self to others, and managing interpersonal conflict. The second section provides details and the evaluation scale for each of the six skill competencies that students must demonstrate: (1) making statements of observation/behavioral description; (2) initiating, maintaining, and ending a conversation; (3) perception checking; (4) reflecting ideas and feelings of others; (5) giving relational feedback; and (6) using self-descriptive statements of feelings and ideas. Additional material outlines lab and course requirements and procedures and includes a student evaluation form. (RBW)

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"INTERPERSONAL COMMUNICATION COMPETENCIES AND PEER TUTOR-EVALUATORS IN THE SPEECH LABORATORY"

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INTRODUCTION

At Golden West College, a two year institution in Huntington Beach, California, students may select from 3 speech courses in order to fulfill the General Education Requirement for the A.A. degree. The 3 courses include:

(1) INTERPERSONAL COMMUNICATION, which averages 28 sections per semester with 35 students in each section;

(2) PUBLIC SPEAKING, which averages 5 sections per semester with 30 students in each section; and

(3) WORK-RELATED COMMUNICATION SKILLS, which averages 2 sections per semester with 35 students in each section.

Interpersonal Communication (Speech 100) is by far the most popular with students. In addition, it is required by the Nursing and Psychiatric Technician Programs.

The Speech Department faculty includes 5 full time and as many as 6 part time instructors each semester. While it is the intent of the Department to develop a Communication Skills Center where students will be expected to demonstrate specific skill competencies related to each of the 3 basic courses, Interpersonal Communication has been our focus up to this point. Therefore, the purpose of this presentation is to describe the competency-based approach to the Interpersonal Communication course and the involvement of peer tutor-evaluators in providing this approach.

THE INTERPERSONAL COMMUNICATION COURSE

At the present time, all students in the 28 sections of Speech 100 are introduced to 8 units of study in the following sequence:

(1) The Interpersonal Context
(2) Initiating Relationships
(3) Clarifying Perceptions
(4) Expressing Ideas Verbally
(5) Nonverbal Behavior and the Expression of Feelings
(6) Listening in the Interpersonal Context
(7) Disclosing Self to Others
(8) Managing Interpersonal Conflict[1]

In addition, all students enrolled in Speech 100 must come to the Speech Laboratory to demonstrate 6 specific skill competencies:

(1) Making Statements of Observation/Behavioral Description
(2) Initiating, Maintaining, and Ending a Conversation
(3) Perception Checking
(4) Reflecting Ideas and Feelings of Others
(5) Giving Relational Feedback

(6) Using Self-Descriptive Statements of Feelings and Ideas[2]

While deadlines are established for when all students must begin each skill in the Lab, students may return to work on a skill as often as they wish until the Lab closes on the last day of each semester. There is no penalty for attempting a skill or demonstrating a skill more than once. The highest score the student obtains is the score of record.[3] However, it is a Departmental requirement that out of the possible score of 25 for each skill, a student must receive a score of at least 15 on every skill in order to be eligible for a "C" grade or above in the course. In other words, a score of 15 is equivalent to minimum competence. A student must earn a score of 5 on each skill in order to obtain a final grade of "D" in the course. The alternative is a grade of "F."[4]

STAFFING THE SPEECH COMMUNICATION LABORATORY

As described above, the Interpersonal Communication course and the Speech Laboratory has been in effect for one full year. The Lab currently services approximately 1000 students who enroll each semester in Speech 100. Each student will demonstrate 6 skills an average of twice during a semester. It is readily observable that a staff of 5 full time instructors could not accomplish the task of evaluating students without assistance. We have turned to students for help.

Presently, students provide the staff for the Speech Lab in one of two ways:

1. This year, for the first time, the Lab has an annual budget of $9,000 from which to pay student assistants an hourly wage of $4.00. Students who apply for these positions must have completed Speech 240 (Tutoring Interpersonal Communication) with a grade of "A."

2. The majority of the Lab staff members are students currently enrolled in the 3 credit course, Speech 240 (Tutoring Interpersonal Communication). This students have completed Speech 100 (Interpersonal Communication) with a grade of "A" or "B". To be retained in the course, they must demonstrate the 6 skill competencies within the first two weeks of the course.

The Speech 240 course meets as a Lab staff 2 hours each week. Each student works in the Lab as a staff member for an additional 3 hours each week. This student's role is to peer evaluate Speech 100 students on the 6 skill competencies.

The Speech 240 course is team taught by all 5 full time Speech instructors. 6 FTE's are allocated to the course and Lab. Each instructor accepts 1 FTE in exchange for being present at the 2 hour class/staff meeting each week and for putting an additional hour each week in the Lab evaluating Speech 100 students. The

remaining FTE is assigned to the one full time instructor who agrees to coordinate the Lab and be the instructor of record for the Speech 240 course. We have agreed to rotate the responsibility of coordinator each semester. Part time instructors are invited to put hours into the Lab. At the present time, they are not reimbursed.

Student who enroll in the 240 class primarily are interested in increasing their level of competency in the 6 skill areas and they want to learn skills of evaluation and providing feedback to others. Each student is responsible for describing an initial goal statement for him/herself and then for submitting reports that account for progress and alterations in the initial statement. These reports are submitted every other week. Each report is responded to orally and in writing by one student and in writing by one faculty member.[5] Class meetings are divided into class and staff time. The staff time is, in effect, a meeting of Lab staff members. The remaining class time is devoted to discussing concepts related to each of the 6 skills, to discussing methods of evaluating, and to practicing skill assessment of both live and videotaped skill demonstrations. The videotaped demonstration are made by instructors and Lab staff, they are not videotapes of Speech 100 students working in the Lab.

STUDENT EVALUATION OF THE SPEECH LAB EXPERIENCE

During the 1984 Summer Session, 7 sections of Speech 100 were offerred. At the end of the 8 week session, all Speech 100 students were asked to anonymously complete a questionnaire survey about their Lab experience. 152 students responded to 6 multiple choice questions and 2 open-ended questions. Their answers to the 6 multiple choice questions are summarized on page 4.[6] In grading the Lab experience, an average of 77 percent of the scores were either "A" or "B." On the 3 questions that specifically focused on Lab staff performance, 82 percent of the Speech 100 students assigned a grade of "B" or above.

In addition, Speech 100 students were invited to respond to 2 open-ended questions. When asked to describe the most positive feature of the Lab, 48 percent (N= 73) expressed positive regard for the behavior of staff members. 28 percent (N=44) spoke positively about the nature of the skills and the opportunity for individualized feedback and evaluation. Only 10 students (6 percent) reported they had no positive description for the Lab experience.[7]

When asked to describe the feature or characteristic of the Lab that they would most like to change for the purpose of improving the Lab experience for others who would follow, 28 percent (N=45) directed their comments to the needs for expanding facilities and for increasing staff at hours of high usage. 16 percent (N=25) reported a desire for more standardization or consistency in scoring between Lab staff members. 23 percent (N=35) made no

suggestions for changes.[8]

DIRECTIONS. Respond to each statement by using the traditional grading system as a means of evaluating each aspect of the Lab. "A" stands for superior and "F" stands for failed. Circle the most appropriate letter to represent your evaluation of each area.

(For unreduced copy, see page 27.)

	A	B	C	D	F
1. In general, the Lab represented a positive learning experience for me:					
RESPONSES (N: 152)	58	52	28	6	8
% OF TOTAL N:	38	34	18	4	5
2. The Lab FACILITY contributed positively to my ability to demonstrate the skills:	A	B	C	D	F
RESPONSES (N: 152)	61	60	20	7	4
% OF TOTAL N:	40	39	13	4	3
3. Classroom preparation helped me to demonstrate the skills effectively in the lab:	A	B	C	D	F
RESPONSES (N: 152)	54	51	25	16	6
% OF TOTAL N:	36	34	16	11	4
The Lab STAFF MEMBERS:					
4. Established an atmosphere that facilitated my ability to demonstrate the skills:	A	B	C	D	F
RESPONSES (N: 152)	67	54	20	6	5
% OF TOTAL N:	44	36	13	4	3
5. Explained skills in ways that I could understand how to demonstrate the skills:	A	B	C	D	F
RESPONSES (N: 152)	75	54	16	5	2
% OF TOTAL N:	49	36	11	3	1
6. Evaluated my demonstrations in ways that were useful to me:	A	B	C	D	F
RESPONSES (N: 152)	62	46	26	11	7
% OF TOTAL N:	41	40	17	7	5

Finally, students were given the opportunity to rank the 6 skills both in terms of perceived difficulty and usefulness. They were asked to assign a score of 6 to the most difficult or useful and 1 for the least difficult or useful. The other 4 skills were to be assigned numbers between 1 and 6 to represent degrees of difficulty and usefulness. The results reported in Table 1 indicate that while Skill 2 which focuses on conversation is perceived both as the most difficult and useful, the self-desclosure skill (#6) is viewed as the last difficult while behavior description (#1) is seen as the least useful.[9] The Department views the 6 skills as in evolution. Information from the Speech 100 students provide a basis for making both the instruction and revision of the skills purposeful and meaningful for the class experience and especially for their life experience.

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Table 1. Perceived Difficulty and Usefulness of the Six Skills

SKILL	ORDER OF DIFFICULTY		ORDER OF USEFULNESS	
	TOTAL NUMBER	RANK	TOTAL NUMBER	RANK
1. Making Statements of Observation	505	2	420	5
2. Initiating, Maintaining, & Ending Conversation	562	1	578	1
3. Perception Checking	468	4	566	3
4. Reflectin Idea & Feelings	502	3	573	2
5. Giving Relational Feedback	450	5	573	2
6. Self-Descriptive Statements of Feelings & Ideas	417	6	530	4

SUMMARY

The Speech Laboratory at Golden West College provides a setting in which all student enrolled in sections of the Interpersonal Communication course have the opportunity to demonstrate basic skills and receive evaluation. The demonstration of minimum competence on each of the 6 skills is a departmental requirement for the course. The Speech Lab is staffed primarily by students. Since Golden West College is a two-year institutions, these students usually are freshmen and sophomores. While there exists research literature ot support the use of upperclass undergraduates as teaching assistants,[4] the involvement of peers in the process of evaluating other students has received less attention at the freshman and sophomore levels. It appears from the experience at Golden West College that first and second year students are capable of providing peer-tutoring and peer-evaluation.

In this setting, peer tutors increase their personal effectiveness in using the skills that they are evaluating. In addition, they learn the skills of providing meaningful feedback and evaluation to others. At the same time, students who are using the Lab have the advantages of one-to-one demonstration and evaluation of skills basic to competence in Intepersonal Communication. The Lab setting provides a competency-based approacn to the course and appears to be a positive experience for the students, since they report a high level of satisfaction in working with peers as evaluators in the Lab.

The majority of students who work as Lab staff members are enrolled in a 3-credit course entitled "Tutoring Interpersonal Communication" which is team taught by all 5 full time Speech instructors. One individual serves as instructor of record and coordinator of the Lab. This responsibility is rotated each semester. This course provides Lab staff members with a setting for continually reviewing Lab procedures and for developing increasingly effective ways of evaluating skills. In addition, it provides the Speech faculty with an opportunity to share approaches and stay abreast of each other's teaching methods.

The program is supported by the college adminstration with the allocation of 6 FTE's to the Speech Department for the teaching of Speech 240 (Tutoring Interpersonal Communication) and for the coordination of the Speech Lab. In addition, a budget of $9,000 is provided to hire some student assistants to supplement the Lab staff. From the experience at Golden West College, it would seem appropriate to suggest that more research be devoted to the involvement of first and second year college students in the process of peer-evaluation. While the Speech Laboratory and the skills assessed are continually undergoing evolution, it seems clear that students, faculty, and administration at Golden West College share high positive regard for the laboratory approach toward providing competency-based education in Speech Communication.

ATTACHMENT #1.

DESCRIPTION OF KNOWLEDGE AND SKILL OBJECTIVES FOR EACH UNIT IN THE INTERPERSONAL COMMUNICATION COURSE

Taken from: S.A. Ratliffe and W. Bryan. One To One: Interfacing through Communication Skills. Dubuque, IA: Kendall-Hunt Publishing Co. 1984.

UNIT 1. THE INTERPERSONAL CONTEXT

Knowledge Objectives

To understand that:

1. Communication is:
   A. Not a thing, it is a process.
   B. Not linear, but circular.
   C. Complex.
   D. Irreversible and unrepeatable.
   E. Dependent upon involvement of the total person.
2. Communication behaviors and skills are learned.
3. A range of possible communication behaviors and skills exists.
4. Individuals choose how to initiate and respond primarily based upon:
   A. What they have learned and used in the past.
   B. What they think and feel will be appropriate in any specific situation.
5. Individuals usually are limited in their choices of how to initiate and respond by the range of behaviors and skills they have learned and used.
6. Individuals can become aware of their existing communication skills and can expand the range of skills they know and can use effectively through learning and practice.
7. A variety of communication behaviors and skills may be appropriate and a variety may be inappropriate for any specific interaction.
8. One way of determining appropriateness or inappropriateness is to apply five talker/listener variables:
   A. What is the *relationship* between Person A and Person B?
   B. What are Person A's and Person B's *roles* in this situation?
   C. What is the amount and type of *desired involvement* by both Person A and Person B in this situation?
   D. What is the *desired outcome* (goal) for both Person A and Person B in this situation?
   E. What is the *context* (time and place) of this interaction?
9. When both Person A and Person B respond to these five questions in similar ways, then clear understanding is likely to occur and when they respond in quite different ways, then the issues raised in these questions usually must be resolved before mutual understanding can occur.

Skill Objectives

1. To observe and/or participate in an interaction and then:
   A. Describe the talker/listener variables as they apply to Person A and Person B in their specific interaction.
   B. Evaluate the degree of appropriateness of the communication between Person A and Person B based on the talker/listener variables.
   C. Role play the interaction in class and manipulate the variables to change the outcome or results of the interaction.
2. To assess one's own existing communication behavior and skills within the range of skills possible.
3. To introduce self and interact with other individuals in the class.

UNIT. 2. INITIATING RELATIONSHIPS

Knowledge Objectives

To understand that:

1. Relationships are initiated, developed, and ended through communication.
2. The quality, or intimacy, of the communication has a direct effect on the quality, or intimacy, of the relationship.
3. Initial interactions significantly shape the relationship through:
   A. Overall first impressions of Person A and Person B about each other.
   B. Awarenesses by Person A and Person B of what they have in common such as:
      (1) Experiences, background.
      (2) Goals, expectations.
      (3) Mutual acquaintances.
      (4) Beliefs, attitudes, opinions.
      (5) Resources they might share.
   C. The understandings Person A and Person B have of the unspoken rules for participating in an interaction.
4. The question of whether the relationship will continue usually is answered both by Person A and Person B based on their perceptions during the initial interaction.
5. Initial interactions significantly shape Person A and Person B's view of their roles, desired involvement, and desired goals for their relationship if the relationship is to continue beyond the first interaction.
6. The anxiety often felt by Person A or Person B in anticipating first interactions may be a result of Person A or Person B:
   A. Wanting continuance of the relationship.
   B. Viewing his or her role as important and connected.
   C. Needing the other's involvement to achieve his or her goal(s).
   D. Wanting to be recognized and accepted as a person.
7. The context (time and place) of the initial interaction may be a significant factor in determining the quality and length of the relationship.
8. A relationship can be developed in depth or in breadth or in both ways.

Skill Objectives

1. To initiate conversations with new acquaintances by beginning, maintaining, and ending the interaction.
2. To make statements of observation (behavioral description) that may be useful in beginning, maintaining, and ending a conversation.
3. To talk in ways that are:
   A. Owned (Using "I" language, not "YOU" language.)
   B. Direct (*To* the person, not *about* the person or people in general.)
   C. Congruent (Words match behavior).
   D. Focused in the present ("Here and Now").
4. To use questions in initiating by giving an answer to the question before asking the other person to respond.

UNIT 3. CLARIFYING PERCEPTIONS

Knowledge Objectives

To understand that:

1. A person's perceptions consist of:
   A. What the person observes through his or her senses.
   B. The meanings the person associates with what has been observed.
2. Perception is selective and limited because:
   A. An individual is not able to observe all the information in an event that is available to the senses.
   B. An individual may use one sense (sight, for example) more than the others (hearing or smell, for example).
   C. An individual tends to observe in an event those parts for which he or she already has meaning and is familiar with through past experience.
   D. An individual is likely to observe that which he or she values or expects to observe.
   E. The intensity (brightness, loudness, size, taste, or smell) of an event may have a varying impact on the senses.
3. The perceptions of any event will differ among people observing the same event.
4. A person chooses his or her behavior based on his or her perception of inner self and the world outside of self.
5. One person's perceptions are *not* observable by another person. Only *behavior* is observable.
6. If Person A wants to understand Person B, then Person A may:
   A. Make a perception-checking statement.
   B. Ask a question for clarification.
   C. Give feedback for the purpose of clarifying his or her understanding of Person A's perceptions.
7. If Person A wants to be understood, he or she may describe his or her perceptions to Person B.

Skill Objectives

1. To make perception-checking statements consisting of:
   A. A description of observable behavior.
   B. At least two interpretations that could explain the behavior.
   C. A request for feedback.
2. To ask questions for the purpose of clarifying perceptions.

Knowledge Objectives

To understand that:

1. Language consists of words or symbols used to communicate meaning that is based on observations, interpretations, and evaluations.
2. Language is a way of categorizing or organizing experience and as such:
   A. Language limits the way a person perceives events.
   B. Language influences the way a person thinks, feels, and acts.
3. The structure of the English language is *time-bound* (i.e., it emphasizes past, present, and future) with these effects:
   A. Individuals tend to perceive an automatic causal relationship between the past and the present and the past and the future.
   B. Individuals tend to preoccupy themselves with the past and the future because they can vividly describe both in the present.
4. The structure of the English language emphasizes the verb "to be" with these effects:
   A. Individuals tend to confuse language with experience—language *is* the experience itself.
   B. Use of the verb "to be" leads to either-or-thinking—"to be" or "not to be".
5. The structure of the English language results in a static, rather than a process view of experience.
6. The way an individual uses language shapes his or her view of the world.

Skill Objectives

1. To make specific descriptions of:
   A. Behavior
   B. Ideas
   C. Feelings
2. To describe semantic reactions.
3. To use and respond to language that is:
   A. Specific
   B. Descriptive
   C. Emotive
   D. General
   E. Abstract
   F. Ambiguous

UNIT 5. NONVERBAL BEHAVIOR AND THE EXPRESSION OF FEELINGS

Knowledge Objectives

To understand that:

1. Nonverbal messages virtually include everything that is observable about a person such as all of a person's possessions, the distance a person places between self and others, the way a person smells, the food a person eats.
2. The appropriateness of and the meanings typically assigned to nonverbal behaviors vary among cultures.
3. The ability to use nonverbal behaviors to communicate meanings is learned and, therefore, an individual can learn new ways to communicate nonverbally.
4. Nonverbal behaviors are the primary external cues to the emotions inside a person.
5. Nonverbal behaviors always are present when two people are communicating.
6. Individuals assign meaning to each other's nonverbal behaviors.
7. It is useful to perception-check meanings about a person's nonverbal behaviors because:
   A. That behavior may or may not directly be related to the present interaction.
   B. The talker may or may not be aware of his or her behavior.
   C. The listener cannot know from the behavior what are the characteristics of the emotions that the talker is experiencing inside him or herself.
   D. The meaning the listener assigns to nonverbal behaviors may be different from the meanings the talker assigns to his or her own behaviors.
8. The degree of congruity between verbal language and nonverbal behavior affects understanding of a message.
9. A straight message exhibits a high degree of congruity:
   A. Between verbal language and nonverbal behavior.
   B. Between the intensity of feeling and the expression of feeling.
   C. Among various nonverbal behaviors.

Skill Objectives

1. To intentionally use nonverbal behaviors with verbal messages to:
   A. Repeat
   B. Accent
   C. Replace
   D. Contradict
   E. Mask
   F. Intensify
2. To use nonverbal behaviors in:
   A. Making perception-checking statements.
   B. Checking degrees of congruity between verbal and/or nonverbal messages.
   C. Expressing feelings.

UNIT 6. LISTENING IN THE INTERPERSONAL CONTEXT

Knowledge Objectives

To understand that:

1. Listening is:
   A. Purposeful.
   B. An interactive process between Person A and Person B.
   C. A choice.
2. Listening is more than hearing in that:
   A. Listening involves every sense.
   B. Listening always involves interpreting what is heard and sensed.
   C. Listening is active while hearing or sensing can be passive.
   D. Listening skills are learned.
3. The degree to which Person A demonstrates attention to Person B is a basic factor in determining how effective Person A can listen.
4. The listener determines the degree to which he or she will be involved in the listening process.
5. The quality and type of Person A's listening response tends to have as much, and often more, influence on interactions and relationships than does the quality and type of Person A's talking.

Skill Objectives

1. To use attending behaviors.
2. To retain information pertinent to self, other, and the relationship.
3. To reflect ideas and feelings of Person B without initiating own ideas and feelings into the interaction.
4. To respond to the ideas and feelings initiated by Person B with ideas and feelings pertinent to Person B's disclosure.

UNIT 7. DISCLOSING SELF TO OTHERS

Knowledge Objectives

To understand that:

1. Self concept consists of the central ideas and feelings a person has about himself or herself based on all of his or her perceptions.
2. Self concept is learned and resists change.
3. Self concept may be influenced by:
   A. Other people.
   B. Participation in activities.
   C. The environment (context).
   D. Role performance.
   E. Specific successes and failures.
   F. Past experiences and future expectations.
   G. Attitudes, beliefs, and values.
   H. Ability to communicate.
4. An individual is responsible for his or her self concept.
5. Self disclosure is a necessary step for:
   A. Self awareness (knowing self).
   B. Self acceptance (liking self).
   C. Self actualization (changing self).
6. The quality of the self disclosure by Person A significantly affects:
   A. The quality of his or her life.
   B. The quality of his or her relationships with other people.
7. When Person A self discloses:
   A. His or her self descriptions may result in decisions to:
      (1) Reaffirm self concept.
      (2) Update self concept.
      (3) Modify or change self concept to meet new goals.
   B. Person B may understand Person A's feelings, ideas, and expectations that are pertinent to Person B, to self, and to their relationship (i.e., *intimate* self disclosure).
   C. Person B is encouraged to respond with intimate self disclosure appropriate to the situation.

Skill Objectives

1. To make self-descriptive statements of:
   A. Feelings/emotions.
   B. Ideas/thoughts.
2. To make statements of self acceptance.

UNIT 8. MANAGING INTERPERSONAL CONFLICT

Knowledge Objectives

To understand that:

1. Conflict is an inevitable part of relationships that exist at an intimate level.
2. Conflicts will affect a relationship whether or not the conflict is discussed directly by Person A and Person B.
3. By directly discussing a conflict, Person A and Person B can choose to clarify and deepen their relationship in meaningful ways regardless of the final outcome of the conflict.
4. Conflicts cannot always be resolved, but they can be managed to the mutual satisfaction of the two individuals involved.
5. An assertive style of communication facilitates effective management of conflict. This style is based on:
   A. The mutual respect of Person A and Person B for each other's personal rights.
   B. Rational thinking.
   C. Person A and Person B stating:
      (1) A description of the situation.
      (2) Feelings.
      (3) Wants.
   D. An examination of the consequences of the stated wants on self, other, and the relationship.
6. The mutual interest negotiation method is a way of applying the assertive style of communication to manage a conflict situation directly and effectively.

Skill Objectives

1. To make requests of others.
2. To respond to requests of others.
3. To use an assertive style of communication.
4. To manage conflicts in workable ways through the use of the mutual interest negotiation method.

ATTACHMENT #2.

DESCRIPTION OF SIX SKILL AREAS DEMONSTRATED IN THE SPEECH LAB BY INTERPERSONAL COMMUNICATION STUDENTS

Taken from; Ratliffe and Bryan. One to One. Kendall-Hunt. 1984.

Skill Competency #1: Making Statements of Observation/Behavioral Description

To demonstrate this skill:

1. You must bring a classmate with you to the Speech Lab.
2. When you are ready, the staff member will ask you to begin describing your classmate's present behavior.
3. You will continue making statements of observation until the staff member asks that you stop.
4. For the purpose of demonstrating the skill, the statements must be about behaviors, events that are observable in the present ("here and now").

Statements of observation/behavioral description:

1. Are statements about observable behaviors, events, occurrences or about physical objects.
2. Include *owned* language, not disowned language.
3. Include *description* of what you see, touch, smell, hear or taste. (One way to verify or test the statement of observation is to determine if another person also confirms your description as observable.)
4. Are descriptions, not opinions, interpretations, judgments, evaluation, wants, or accusations.
5. May include references to *free* (*voluntary*) *information.*

* * * * *

The following 25 point scale will be used to evaluate your level of skill competence:

5—skill was attempted and incomplete or in error and with inappropriate application.
10—skill may be accurate and application is inappropriate.
15—adequate use of skill and adequate application.
20—skill seemed accurate and specific and application was appropriate and effective.
25—skill was complete and specific and application was appropriate and effective. Delivery was direct, appeared spontaneous and genuine (congruent).

Skill Competency #2: Initiating: Beginning, Maintaining, and Ending a Conversation

1. Your conversation will continue for a minimum of 3 minutes and a maximum of 5 minutes.
2. The topic(s) must be appropriate to whomever is present and must involve them. (The conversation must be in the "here and now".)
3. Questions may be used so long as Person A (the initiator) answers his or her own questions before asking Person B to respond. In other words, Person A *is* the initiator and really does "go first".
4. Conversation must be maintained at Powell's Level 3, at least—Levels 2 and 1 also are appropriate.
5. Conversation must end with one or a combination of any of the following:
   A. A summary.
   B. Indicating support.
   C. Indicating continuance. (Include *specific arrangements* for continuance.)
   D. Legitimizing leaving. (Avoid the use of *time* as a reason.)

For scores of 20 or 25, communication must involve straight sending—it must be *owned, direct, congruent,* and in the *present.*

* * * * *

The following 25 point scale will be used to evaluate your level of skill competence:

5—Skill was attempted and incomplete or in error and with inappropriate application.
10—Skill may be accurate and application is inappropriate.
15—Adequate use of skill and adequate application.
20—Skill seemed accurate and specific and application was appropriate and effective.
25—Skill was complete and specific and application was appropriate and effective. Delivery was direct, appeared spontaneous and genuine (congruent).

Skill Competency #3: Perception-Checking: Making a Perception-Checking Statement

You have three options:

1. *Role Play Option:* Student provides the situation. It must be a real situation in his or her life.
   A. Student describes the other person and the situation.
   B. A staff person, or another student, will role play the other person while you make a perception-checking statement.
2. *Perception-Check a Classmate:* Student brings another classmate to the Speech Lab and perception checks a concern he or she actually has with that person. This should not be pre-rehearsed.
3. *Perception-Check a Staff Person:* Again, student uses an *actual* concern he or she has with the staff person.

The perception check must include three steps:

1. Specific, owned description of Person B's behavior. Followed by:
2. Two interpretations that you genuinely believe could be true. Followed by:
3. A request for a response from Person B. For scores of 20 or 25, communication must involve straight sending: The communication must be *owned, direct, congruent,* and stated in the *present.*

* * * * * * * *

The following 25 point scale will be used to evaluate your level of skill competence:

5—Skill was attempted and incomplete or in error and with inappropriate application.
10—Skill may be accurate and application is inappropriate.
15—Adequate use of skill and adequate application.
20—Skill seemed accurate and specific and application was appropriate and effective.
25—Skill was complete and specific and application was appropriate and effective. Delivery was direct, appeared spontaneous and genuine (congruent).

Skill Competency #4: Reflecting Ideas and Feelings of Others

Active listening is a special way of responding that involves three parts:

1. Using attending behaviors (e.g., eye contact, open posture, and other nonverbal confirmations of your attention toward Person B)
2. Reflecting the ideas of Person B
3. Reflecting the feelings of Person B

Reflection consists of restating in my own words what the other person has stated (verbalized) and verbalizing what the other person may have communicated nonverbally, but not put into words.

The goal of active listening is to assist Person B in understanding his or her ideas and feelings in an integrated way.

* * * * *

To demonstrate active listening, the student will respond to a genuine level 3 *and* 2 disclosure by another classmate or lab staff member.

1. The active listener must demonstrate *attending behaviors* throughout Person B's disclosure.
2. The active listener must be *focused* on Person B and related to the present moment ("here and now").
3. The active listener must demonstrate the ability to *both reflect ideas and feelings* during the interaction.
4. The active listening response must *match the level* of the initiator.
5. The active listening response must include *behaviorally descriptive language.*

The following 25 point scale will be used to evaluate your level of skill competence:

5—skill was attempted and incomplete or in error and with inappropriate application.
10—skill may be accurate and application is inappropriate.
15—adequate use of skill and adequate application.
20—skill seemed accurate and specific and application was appropriate and effective.
25—skill was complete and specific and application was appropriate and effective. Delivery was direct, appeared spontaneous and genuine (congruent).

Skill Competency #5: Giving Relational Feedback

Giving relational feedback is a sharing of the listener's feelings, values, opinions, reactions and experiences *in response* to Person B's disclosure in the present moment.

To demonstrate the skill of giving relational feedback, the student will respond to a genuine level 3 or 2 disclosure by another classmate or lab staff member.

• • •

1. Feedback must demonstrate the skills of *straight sending:* being *direct*, being *owned*, being *congruent*, and being in the *present* moment ("here and now").
2. Feedback must demonstrate *attending behavior* during the initiator's disclosure.
3. Feedback must be *specific*—including sufficient detail or description so that the response is clear, concise and to the point.
4. Feedback must be *self-disclosing*—the response matches the level of the initiator or increases the level of the initiator's disclosure. (Powell's level 3 is minimum.)
5. Feedback must be *focused* clearly on the other person and related to the present moment.

• • •

The following 25 point scale will be used to evaluate your level of skill competence:

5—skill was attempted and incomplete or in error an with inappropriate application.
10—skill may be accurate and application is inappropriate.
15—adequate use of skill and adequate application.
20—skill seemed accurate and specific and application was appropriate and effective.
25—skill was complete and specific and application was appropriate and effective. Delivery was direct, appeared spontaneous and genuine (congruent).

Skill Competency #6: Using Self-Descriptive Statements of Feelings and Ideas

Self-descriptive statements consist of mainly *behaviorally specific* language and *owned* language to report and share feelings and ideas with another person. The goal of using self-descriptive statements is to help Person B understand the feelings and ideas in as integrated a way as possible. When I use self-descriptive statements, I am *self-disclosing*. The self-disclosure is *purposeful* in that its intent is to initiate, reinforce, clarify, or change the *relationship* I have with Person B.

To demonstrate the skill of using self-descriptive statements, the student will share and report a genuine level 3 *and* 2 disclosure to another classmate or lab staff member.

1. Self-descriptive statements must demonstrate the skill of *straight sending*—being *direct*, being *owned*, being *congruent*, and being in the *present* moment ("here and now").
2. Self-descriptive statements must be *related to the present* and *clearly focused on self*.
3. Self-descriptive statements must be *self-disclosing*—consist of information *not* already known by the other person.
4. Self-descriptive statements must be *specific*—include sufficient detail or description so that the statement is clear, concise and to the point.
5. Self-descriptive statements must include *some direct sharing of the purpose* for the disclosure.

* * * * *

The following 25 point scale will be used to evaluate your level of skill competence:

5—skill was attempted and incomplete or in error and with inappropriate application.
10—skill may be accurate and application is inappropriate.
15—adequate use of skill and adequate application.
20—skill seemed accurate and specific and application was appropriate and effective.
25—skill was complete and specific and application was appropriate and effective. Delivery was direct, appeared spontaneous and genuine (congruent).

ATTACHMENT #3.

DUE DATE FOR BEGINNING SKILLS IN THE SPEECH LAB

Skill #1 Tuesday, September 18
Skill #2 Wednesday, September 26
Skill #3 Thursday, October 11
Skill #4 Friday, November 16
Skill #5 Monday, November 26
Skill #6 Tuesday, December 4

Speech Lab opens Wednesday, September 5
Speech Lab closes Thursday, December 13

LAB PROCEDURE

A. Sign up on the clipboard. Clipboard is located at the end of the hall on the bulletin board. You will be called at the first available opening by a staff person.

B. While waiting for the first available staff person you might choose to practice your skill with those waiting in line with you. Be sure to know what skill you want the Staff person to score you on.

C. When your name is called by a staff member, pick up an evaluation sheet from the table located just inside the door of the evaluation room (Admin 227). Fill out the form and hand it to the staff member.

D. You identify the skill you want checked. You may work on a skill as often as necessary to obtain the score you desire. You may <u>not</u> work on the same skill two times during the same appointment. If others are waiting, you may work on only one skill during one appointment. You may sign in again and wait your turn to work on a second skill.

E. The Evaluation form has two pages. You will be given the top copy. When you are satisfied with your score then turn in this copy to your speech instructor. The second copy is kept by the Speech Lab for record keeping purposes.

<u>Remember</u>: A score of 5 is required on every skill for a grade of "D" in Speech 100

A score of at least 15 is required for a grade of "C" in Speech 100

Note: When you are repeating a skill it will be necessary for you to bring the original evaluation form with you to the lab to establish that you have met the deadline for beginning a skill. Present this to the lab staff member and inform them you are repeating a skill to raise your score.

Attachment 4

SPEECH 100 INTERPERSONAL COMMUNICATION FALL, 1984

INSTRUCTOR: Sharon Ratliffe OFFICE: 228 Adm. PHONE: 855-8301
OFFICE HOURS: MWF 10:00 and TTh 8:00. Also by appointment.

CLASS SCHEDULE: 8, 9, 11, & 12 o'clock MWF in Admin., 223.
To make up specific class meetings or to request a makeup quiz by attending another class, contact instructor in person or by telephone prior to your absence.

DESCRIPTION OF CLASS COMPONENTS	POINTS AVAILABLE
1. ATTENDANCE: Extremely important to your successful completion of this class. Points assigned to every COMPLETE class meeting you attend.	180
2. HOMEWORK ASSIGNMENTS: Assignments will be made for each of the 8 units. 15 points are available per assignment ONLY if assignments are completed PRIOR to class due date and handed in during class time. A maximum of 8 points is available for late homework.	120
3. QUIZZES: A quiz will follow each of 7 skill areas. Each quiz will include 1 brief essay question and 15 objective questions over the skill area and your reading. Study questions will be provided for each quiz.	315
4. SKILL COMPETENCY DEMONSTRATIONS: You will have an opportunity to practice using and be assessed on 6 communication skills. (See handout on skill competencies.) Each of the 6 skills will be assessed in the Speech Lab. *EACH SKILL MUST BE ATTEMPTED (SCORE OF 5) FOR A GRADE OF "D" IN THE CLASS. A SCORE OF 15 ON EACH COMPETENCY IS REQUIRED TO ACHIEVE A "C" OR BETTER IN THIS COURSE. (ALSO APPLIES TO "CR" OPTION.)	150
**TOTAL POINTS AVAILABLE:	765

GRADING SCALE:
688 (90%) to 765 A
612 (80%) to 687 B
536 (70%) to 611 C (CR = same as C)
459 (60%) to 535 D
Below 458 F

*ALL GRADES SUBJECT TO SKILL COMPETENCY DEMONSTRATION REQUIREMENT.

**Occasionally, you will have the opportunity to earn additional points when you choose to participate in designated class activities with classmates new to you. Each designated activity will be worth 1 point. These will be above the 765 points guaranteed and will not alter the grading scale.

REQUIRED TEXTS: BRIDGES NOT WALLS by John Stewart (1982)
ONE TO ONE by Sharon Ratliffe & Wes Bryan (1984)

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ATTACHMENT #4.

SPEECH 240 TUTORING INTERPERSONAL COMMUNICATION SUMMER, 1984

Class meets as a Speech Lab Staff on Tuesdays from 9-11 in 224 Administration. Each student works in the Speech Lab as a Tutor for an additional 4 hours per week. . . . . 3 credit hours.

Required Text: Speech 100 Syllabus

Instructor: Sharon Ratliffe Office: 228 Adm. Phone: 895-8301
Office Hours: 11-12 MW, 8 Tu
& by appointment

Course Requirements:	Points Available:
1. Attendance:	
A. Class/Staff Meetings on Tuesdays	
(8 mmetings x 10 points each meeting)	240
B. 4 tutoring hours in the lab per week	
(4 hours X 7 weeks x 5 points per hour)	140
Note: You may work for each other in the Lab. Do not leave the Lab unattended.	
2. Speech Competency Lists (Required to work in the Lab)	
Each person must be checked off at a 25 on each of the 6 skills by other class members. (Purposes: To review skills, to practice giving feedback, and to certify you as a competent staff person.)	
Due dates: Skills 1, 2, 3 -- June 26 Skills 4, 5, 6 -- July 3	120
3. 6 Brief Weekly Progress Reports	
At the 2nd class meeting *June 26), you will prepare an initial goal statement that you will work toward accomplishing as a Tutor in the Speech Lab. Each week beginning July 3, you will come to class with a progress report that includes adjustment of goal statement as necessary, accounts of how you are working toward your goal. Progress reports will be evaluated in terms of (1) completeness and (2) specific behavior description. You will receive and give feedback to a different class member at each of the 6 class meetings. (25 points per report.)	150
TOTAL POINTS AVAILABLE:	490

GRADING SCALE:
441 (90%) -- 490 A
392 (80%) -- 440 B
343 (70%) -- 391 C (CR)
245 (60%) -- 432 D
Below 244 -- F

25

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FOOTNOTES

[1] For knowledge and skill objectives for each unit in the Interpersonal Communication course, see Attachment #1, pp. 7-15.

[2] For descriptions of each skill area and the criteria used to evaluate them, see Attachment #2, pp. 16-22.

[3] For a description of the Lab procedures provided to students and staff, see Attachment #3, p. 23.

[4] For a sample course outline of the Interpersonal Communication course, see Attachment #4, p. 24.

[5] For a sample course outline of the course in Tutoring Interpersonal Communication, see Attachment #4, p. 25.

[6] S. A. Ratliffe. "Report of the Golden West College Speech Lab. Summer, 1984." Unpublished Report. August 15, 1984. pp. 4-5.

[7] Ibid., p. 7.

[8] Ibid., p. 16.

[9] Ibid., p. 5.

[10] See: W. H. Baisinger, G. L. Peterson, and B. Spillman, "Undergraduate Colleagues: Using Undergraduates as Teaching Assistants in the Basic Course," ACA BULLETIN, 47 (January, 1984), 58-63; R. E. Pruett, "The Use of Undergraduate Teaching Assistants," ACA BULLETIN, 27 (January, 1979), 31-32; W. D. Brooks and P. J. Leth, "Reducing Instructional Costs: A Survey of the Basic Course in Communication an an Experimental Test of a Proposed Instructional Model," COMMUNICATION EDUCATION, 25 (September, 1976), 191-202.

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DIRECTIONS. Respond to each statement by using the traditional grading system as a means of evaluating each aspect of the Lab. "A" stands for superior and "F" stands for failed. Circle the most appropriate letter to represent your evaluation of each area.

(See page 4.)

	A	B	C	D	F
1. In general, the Lab represented a positive learning experience for me:					
RESPONSES (N: 152)	58	52	28	6	8
% OF TOTAL N:	38	34	18	4	5
2. The Lab FACILITY contributed positively to my ability to demonstrate the skills:	A	B	C	D	F
RESPONSES (N: 152)	61	60	20	7	4
% OF TOTAL N:	40	39	13	4	3
3. Classroom preparation helped me to demonstrate the skills effectively in the lab:	A	B	C	D	F
RESPONSES (N: 152)	54	51	25	16	6
% OF TOTAL N:	36	34	16	11	4

The Lab STAFF MEMBERS:

	A	B	C	D	F
4. Established an atmosphere that facilitated my ability to demonstrate the skills:					
RESPONSES (N: 152)	67	54	20	6	5
% OF TOTAL N:	44	36	13	4	3
5. Explained skills in ways that I could understand how to demonstrate the skills:	A	B	C	D	F
RESPONSES (N: 152)	75	54	16	5	2
% OF TOTAL N:	49	36	11	3	1
6. Evaluated my demonstrations in ways that were useful to me:	A	B	C	D	F
RESPONSES (N: 152)	62	46	26	11	7
% OF TOTAL N:	41	40	17	7	5

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